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ABSTRACT

Results of 11 investigations of various problems facing Mexican American and other linguistic minority children in the classroom are summarized. Conducted between 1972 and 1978, the studies are divided into studies dealing with teacher attitudes toward speech variation, elementary and secondary school pupil attitudes toward speech variation and attitudes toward language variation with some implications for the learner and the teacher. The studies examined the language of the Mexican American child; linguistic performance in Spanish and English; the standard and non-standard linguistic features present; language variability, including code switching; language attitudes and their impact on the child's self-concept and cross-ethnic relationships; teacher and student language attitudes and their relationship to achievement among bilingual students; teacher evaluation of the language and personality of ethnic children; teacher and student interaction patterns and student performance; the effects of speech style and other attributes on teachers' attitudes toward pupils; linguistic attitudes of teachers; and adolescents' reactions toward speakers of standard English and Mexican American accented English. Appended are a sample of the CERAS Bilingual Attitude Measure (a matched-guise instrument consisting of 28 passages based on 4 paragraphs written in 7 guises) and the key to the phonological, morphological, and syntactical variations. (NQA)

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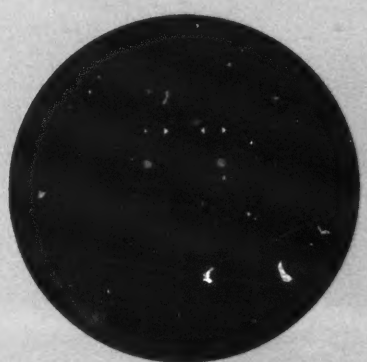

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ATTITUDES TOWARD SPEECH VARIATION AMONG SPANISH/ENGLISH BILINGUAL PUPILS: SOME IMPLICATIONS FOR THE TEACHER AND LEARNER

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ATTITUDES TOWARD SPEECH VARIATION AMONG SPANISH/ENGLISH BILINGUAL PUPILS: SOME IMPLICATIONS FOR THE TEACHER AND LEARNER*

Arnulfo G. Ramírez

With the advent of bilingual education in this country, investigations of various problems facing Mexican-American and other linguistic minority children in the classroom have been undertaken. Foremost in the expanding research literature has been the study of the language of the Mexican-American child: his/her linguistic performance in Spanish or English; the standard and non-standard linguistic features present; language variability, including code switching; language attitudes and their impact on the child's self-concept and cross-ethnic relationships; and teacher and student language attitudes and their relationship to achievement among bilingual students.

LANGUAGE ATTITUDES

Although traditionally the study of attitudes has fallen into the realm of social psychology, attitudes toward language has recently become a topic of sociolinguistic studies. Sociolinguists have adopted the term "language attitudes" (Fishman,

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*An expanded version of this paper will appear in Richard Duran, ed., "Latino Language and Communicative Behavior," *Discourses Processes: Advances in Research and Theory*, Series Editor, Roy O. Freedle, Vol. III (Norwood: Ablex Publishers Corp., in press).

1975), which can be defined as evaluative reactions or feelings toward language use. Thus, each of the following could be subsumed under "language attitudes," broadly defined as feelings toward a language (e.g., "French is more pleasant to the ear than the harsh sounds of German"); reactions toward the use of a specific variety of a language under certain circumstances (e.g., emotional responses to hearing someone with a strong Southern accent present the national news on nation-wide television); and attitudes toward a language as a specific group connotation ("Russian is spoken by Communists").

TEACHER ATTITUDES TOWARD SPEECH VARIATION

In an extensive survey of research on teacher/student interaction patterns and student performance, Brophy and Good (1974) found that individual student differences (e.g., personality, physical attractiveness, and speech characteristics) led teachers to form different attitudes and expectations, which, in turn, resulted in a differential treatment of students within the same class. In terms of speech characteristics, they noted that students who did not speak standard English were likely to engender negative attitudes and low expectations among teachers.

While teachers may frequently be unaware of their expectations and attitudes regarding students, Brophy and Good reported that their perceptions about pupil performance and behavior could be made based on only a few days of contact in

the classroom. Within the first week of school, students were usually assigned to reading or study groups by teachers who were basing their decision on very little information.

Seligman *et al.* (1972) demonstrated experimentally that speech style or dialect, among other pupil characteristics, had a strong impact on teacher expectations and attitudes. Student teachers attending a teachers' college in Montreal were asked to make subjective judgments concerning eight hypothetical third-grade boys basing their judgments on the stimulus material presented (photograph, tape-recorded voice, drawing, in that order). The subjects were also asked to make an overall evaluation of each of the students based on a list of characteristics (e.g., intelligent, self-confident), using Likert scales.

The results of the study showed that speech style was a significant factor in teachers' evaluations of students. Those students with good voices were evaluated more favorably than students with poor voices. These differential judgments were in terms of such characteristics as intelligence, well-behaved student, privileged, enthusiastic, self-confident, and gentle. Based on the photographs, students who looked intelligent were judged as more self-confident. Those students who had written a good composition and had made a good drawing were also considered more self-confident. A "good" or "poor" photograph did not have a significant effect on teachers' evaluations of students' self-confidence if these photographs were presented with a good drawing as well as a good composition. Also, the type of photograph did not affect teachers' judgments when presented together with a good voice. Thus, teachers' judgments about

students' intelligence were made on the *basis of speech* and *physical appearance* instead of relying on objective, pertinent information.

Williams and his associates (1976) conducted a series of studies in which Anglo, Black, and Mexican-American teachers from elementary schools in the Central Texas area were asked to evaluate the language (e.g., ethnicity--non-standard) and personality (e.g., confidence--passive eagerness) of Anglo, Black, and Mexican-American children. They used a matched-guise technique in which videotapes of the children were paired with audio tapes in various combinations so that both visual and vocal features were controlled. Their findings, for the most part, demonstrated a correlation between the characteristics of the speakers and those of the teachers. In the first place, teachers gave different evaluations to Anglo, Black, and Mexican-American children; Anglos received higher ratings (e.g., more confident, less ethnic-sounding) than the rest and Mexican-Americans received lower ratings than the other two groups. Secondly, they found teacher ethnicity to be related to their judgments in two interesting ways. On the attitude scales related to language (ethnicity and standardness), teachers of all backgrounds evaluated Black and Mexican-American students more negatively than Anglo students, but Black teachers were more positive than white teachers in their evaluations of both Black and Mexican-American children. Mexican-American teachers rated Mexican-American children as having better capabilities than their Anglo counterparts on unrelated language arts assignments (music, arts, physical

education), while Anglo teachers rated Anglo children more favorably. Ratings also varied according to the social class of the speakers. For example, among middle-class youngsters of all three ethnic backgrounds, Mexican-Americans were judged to be least confident and eager. The ethnicity-standardness ratings for the low- and middle-class groups were lower for both Mexican-Americans and Blacks than for Anglos of either class.

Williams' findings indicate that teacher attitudes toward pupils' patterns of speech can be broken down into two clusters that form judgmental dimensions. One cluster (made up of such adjective pairs as "standard American-marked ethnic style," "white-like--nonwhite like," "low social status-high social status," and "disadvantaged-advantaged") was grouped by Williams under the heading, "ethnicity and nonstandardness." The other cluster (made up of such adjective pairs as "unsure-confident," "active-passive," "reticent-eager," "hesitant-enthusiastic," and "like talking-dislike talking") was interpreted by Williams as indicating an overall evaluation of a child's "confidence-eagerness." It is, of course, the latter factor that is often related to the prophecy of failure, which then establishes in the teacher's mind this causal link: non-standard speech $\longrightarrow$ lack of eagerness $\longrightarrow$ low achievement.

Ramírez *et al.* (1976) studied the relationship of language attitudes and the achievement of bilingual pupils in grades 4 and 5 in San Jose, California. The matched-guise technique was used to assess teacher attitudes toward four different

speech varieties: Guise I--Standard English; Guise II-Standard English with Phonological and Morphological Deviations; Guise III--Standard English with Phonological, Morphological, and Syntactical Deviations; and Guise IV--English/Spanish Code-Switching. (See Appendix.) All teachers gave "Standard English" the highest rating over the other three guises. With the exception of the teacher participating in a one-year Title I project (who rated code-switchers as potentially "high achievers"), the other group of teachers, even after participating in workshop presentations (designed to stress the naturalness of code-switching as a legitimate form of communication among bilinguals), tended to rate code-switching even lower than markedly hispanized English (Guise III).

The study indicated that teacher's attitudes regarding the "likelihood of success" of code switching bilingual pupils were directly related to pupils' grades as well as to their relative reading gains as shown by an objective test. To investigate this relationship, three difference scores on the *likelihood-of-achievement* attitude dimension were computed for each teacher: the evaluation of Guise I minus, respectively, the evaluations of Guises II, III, and IV. The rationale behind this procedure is that the magnitude of the difference score can be assumed to be proportional to the teacher's negative attitude towards Guise II, III, or IV relative to standard English.

Each of the three teacher difference scores was then correlated with three measures of pupil achievement: relative

reading gain score for the class, mean pupil grades in reading, and mean pupil grades in English. The resulting correlations were all negative; "Guise I minus Guise IV, Grade in English," was large (.50) and statistically significant. This single result gives a rather clear indication that teachers' negative attitudes toward code-switching (and correspondingly strong positive attitudes toward standard English) generate low assessments of their pupil's language abilities and performance and lead to low grades in English. Table 1 presents relationships between these scores, i.e., between teacher attitude and pupil achievement.

PUPIL ATTITUDES TOWARD SPEECH VARIATION: STUDIES IN ELEMENTARY SCHOOL SETTINGS

A study by Politzer and Ramírez (1973a) of Mexican-American and Anglo children in the third grade attempted to measure the attitudes children evidenced toward four speech varieties: Guise I--English with Spanish proper names; Guise II--English with Anglicized Spanish proper names; Guise III--Colloquial Spanish; and Guise IV--Hispanized English. Anglo children in both bilingual and monolingual programs in Redwood City, California, gave higher ratings to the first two guises; Mexican-American children in bilingual programs gave Guise III the highest ratings. Guise IV was given the lowest rating by most children included in the study.

In another study conducted in San Jose, California, by Ramírez *et al.* (1976), students in grades 4 and 5 evaluated

TABLE 1

CORRELATIONS BETWEEN MEAN TEACHER DIFFERENCE SCORES ON LIKELIHOOD OF ACHIEVEMENT AND THREE CLASS ACHIEVEMENT MEASURES

Source of Teacher Difference Scores	Correlations with:		
	Relative Gain Score in Reading (N = 17 teachers)	Grade in Reading (N = 18 teachers)	Grade in English (N = 18 teachers)
I-II	.01	-.16	-.33
I-III	.08	.03	-.05
I-IV	-.24	-.21	-.50*

*$p < .05$.

NOTE: Guise I - Standard English

Guise II - Standard English with Phonological and Morphological Deviations

Guise III - Standard English with Phonological, Morphological, and Syntactical Deviations

Guise IV - English/Spanish Code-Switching

five guises: Guise I--Standard English; Guise II--Standard English with Phonological and Morphological Deviations; Guise III--Standard English with Phonological, Morphological, and Syntactical Deviations; Guise IV--English/Spanish Code-Switching; and Guise IV--Standard Spanish. (See Appendix.) On the *dimension of correctness*, the students rated Guise II (English with Spanish influence in phonology, morphology, and syntax) as the least favorable. Pupils' evaluative judgments with regard to *appropriateness* and *likelihood-of-achievement* were similar. In both cases, the guises with hispanized English were given the lowest ratings. Even though the students do not downgrade code-switching to the same degree that they do accented English, they share the teachers' attitudes that code-switchers are "less likely to achieve" in school than Standard English speakers. On the *appropriateness* dimension, Standard Spanish speakers are judged differently than Standard English speakers. This evaluation by the students reflects their perceptions of Spanish speakers as potential "achievers" in bilingual schools, but this could not be confirmed because all the pupils were attending a monolingual (English) school.

To examine the relation of pupil language attitudes to pupil achievement, for pupil difference scores (Guise I minus, respectively, the evaluations of Guises II, III, IV, and VII) on the *likelihood-of-achievement* attitude dimension were correlated with seven measures of actual pupil achievement (see Table 2). The difference scores comparing Guise I (Standard English) and Guises II, III, and IV (all "non-standard" varie-

TABLE 2

CORRELATIONS OF PUPIL DIFFERENCE SCORES ON THE LIKELIHOOD-OF-ACHIEVEMENT DIMENSION WITH PUPIL ACHIEVEMENT MEASURES

Source of Pupil Difference Scores	Relative Gains in Reading (N = 35)	Grade in Reading (N = 73)	Grade in English (N = 73)	Spanish Multiple Choice* (N = 67)	English Multiple Choice* (N = 68)	Spanish Production* (N = 17)	English Production* (N = 23)
I-II	.13	-.05	.09	.03	.24**	.33	-.04
I-III	.20	.26***	.14	.04	.25**	.23	.09
I-IV	.38***	.12	.17	.13	.22**	.02	.17
I-VII	.05	-.04	-.16	-.11	-.12	.00	.11

*These four measures of achievement in grammar are subtests of the *Stanford Dominance Test*.

**$p < .05$

***$p < .01$

NOTE: Guise I - Standard English

Guise II - Standard English with Phonological and Morphological Deviations

Guise III - Standard English with Phonological, Morphological, and Syntactical Deviations

Guise IV - English/Spanish Code-Switching

Guise VII - Standard Spanish

ties) all have a significant positive relation to the pupils performance on the *Multiple-Choice Test in English Grammar*. This relationship is not surprising, since to some extent the evaluation of the non-standard guises and the multiple-choice test involve similar tasks; i.e., the recognition of standard as opposed to non-standard English speech. The positive correlation between the grade in reading and the pupil difference score I-III can be explained in much the same way: both the reading grade and the evaluation of different guises are likely to involve an ability to distinguish between standard and non-standard speech varieties. Somewhat surprisingly, all the achievement measures are positively related to the degree to which pupils downgrade code-switching in comparison with standard English (I-IV), though only two correlations are significant. These findings suggest that pupils' grades and actual reading achievement may have some relation to the congruence of pupils' attitudes with teachers' attitudes.

PUPIL ATTITUDES TOWARD SPEECH VARIATION--STUDIES IN SECONDARY SCHOOL SETTINGS

A study by Politzer and Ramírez (1973b) of Mexican-American and Anglo pupils in grades 3, 6, 9, and 12 in Redwood City and San Jose, California, investigated student attitudes toward four speech varieties: Guise I--English with Spanish proper names; Guise II--English with Anglicized Spanish proper names; Guise III--Colloquial Spanish; and Guise IV--Hispanized English. Accented English (Guise IV) was downgraded by all subjects in

comparison to other varieties. There was comparatively little upgrading of Guises I, II, or III by the Mexican-American pupils. The heaviest upgrading occurred among the third- and especially the sixth-grade Anglos, who upgraded English guises over Spanish. However, the ninth- and twelfth-grade Anglos did not follow the same pattern.

Analysis of the subjects' judgments concerning the same speech variety indicates that the main difference was in their reaction to the Spanish guise, which was perceived more favorably by Mexican-Americans, females, and students in the upper grades. The absence of any pronounced upgrading of English by Anglos in the ninth and twelfth grades, as well as the generally more favorable reaction to Spanish among these students, may have the following explanation. The ninth and twelfth graders came from different school environments than the third and sixth graders, especially since Mexican-Americans actually constituted the majority of the enrollment at the school attended by the ninth and twelfth graders. The more positive evaluation of Spanish in the upper grades, especially among Mexican-Americans, may also reflect these subjects' conscious assertion of their heritage.

Mora's (1975) study of Santa Cruz high school students revealed that recent Mexican immigrants had a more negative attitude toward the use of "pochismos" than those students who had resided in the United States for a longer period. In terms of "code-switching" (the use of both Spanish and English in the same sentence), she noted three basic attitudes: (1)

a negative attitude among students who were familiar with the phenomenon but would never use it, (2) a benevolent attitude among those students whose friends used it but they would not use it themselves, (3) a favorable attitude among those who used the strategy as part of their normal speech patterns.

Ryan and Carranza (1975) asked Anglo, Black, and Mexican-American female high school students in Chicago to rate the personality of male speakers of Standard English and Hispanized English in two contexts (home and school) with two sets of rating scales (status-stressing and solidarity-stressing). Standard English speakers were assigned more positive ratings in all of the scales used in both contexts; differences were significantly greater in the school context than in the home domain and on status-stressing scales than on solidarity-stressing dimensions. Anglo pupils rated speakers of accented (Hispanized) English significantly lower on status scales than did either Mexican-American or Black students.

ATTITUDES TOWARD LANGUAGE VARIATION: SOME IMPLICATIONS FOR THE LEARNER

It has long been recognized that attitudinal factors are very important in learning; and learning a second language is no exception to this principle. Some studies have shown that an individual acquiring a second language may have to adopt various aspects of behavior that characterize values of the second linguistic group, and that the learner's ethnocentric tendencies and attitudes toward this second group will conse-

quently influence one's success in learning the language (Lambert *et al.*, 1966). The Spanish-speaking child may have a great desire to learn English. However, in the process of learning English, the child may say "choe" for *shoe* and "I not have it" for *I don't have it*. If the teacher attaches a stigma of inferiority to the child producing these "errors," he/she may create a barrier to learning English.

Some relationship has been found between the attitudes of bilingual pupils toward Standard English and their achievement in reading and English (Ramírez *et al.*, 1976). Furthermore, the relative gain made in reading by one group of Mexican-American students appeared to have been influenced by the teachers' attitudes toward the code-switching speech variety (i.e., the intermixing of two languages in a controlled manner) of the students: the more negative the teachers' attitudes toward the pupils' speech variety, the lower the relative gains of the pupils in reading.

In terms of achievement in Spanish language arts, Shultz (1975) speculates in his study that the variety of Spanish used by the teacher may indeed affect the pupils' performance. Shultz notes:

> The teachers when they used Spanish in the classroom used a more "standard" variety than the one the children were used to. The variety of Spanish spoken in the classroom was not the variety of Spanish the children used at home. This is another reason why the children may not have spoken very much Spanish: they may have been made to feel that somehow the variety of Spanish they spoke was "inferior," and that therefore they shouldn't speak it. (p. 17)

ATTITUDES TOWARD LANGUAGE VARIATION: SOME IMPLICATIONS FOR THE TEACHER

Bruck and Shultz (1977) reported in their study of language use patterns of two first-grade children that the language dominance of the teacher affected the language use patterns in the classroom in terms of the total amount and the ways each language was used. In a previous study, Shultz (1975) noted that the language used by the teachers left the impression that English was the "natural" language to use in the classroom, while Spanish was always used in a "marked" way:

> Arithmetic, science and English language arts were all taught in English, and the only subject which was actually taught in Spanish was Spanish language arts. However, even during the Spanish language arts lesson...the teachers would frequently revert to English to give directions or to reprimand someone.... The "hidden agenda" of this classroom, then, was that it was advantageous to use Spanish. (p. 18)

A more dynamic approach to the study of teachers' attitudes (to variations in the speech of bilinguals) is afforded by an examination of classroom discourse in terms of what type of language is demanded of bilinguals by the teacher in different content areas and how the teacher reacts to a pupil's response (i.e., what counts as "knowledge"--good grammar or the correct content). The following examples illustrate the behavior of two teachers engaged in reading instructions in Spanish (Ramírez, 1978):

EXAMPLE I

Student 1: ...interrumpío la garza.

Teacher: ¿Qué quiere decir eso? Antonia.

Student 2: Es como si, si una maestra está hablando y luego una niña le está hablando--le está interrumpiendo.

Teacher: Ajá.

Student 3: ¡No! Está metiendo la cuchara.

Teacher: Esta metiendo la cuchara--otro modo sí--La cuchara quiere decir más o menos...

Student 3: ¿Qué está interrumpiendo?

EXAMPLE II

Teacher: ¿Qué, qué, qué quiere ese [*sic*] garza? Quiere tener las plumas de todos los colores...vamos a ver...

Student 1: No quiere ser garza.

Teacher: No quiere ser garza, ese garza....Alejandro no vamos [*sic*] a seguir--aquí...así.

Student 1: Así, se di...cía...

Student 2: Decía (soplándole y corrigiéndolo)

Student 1: Decía.

Teacher: Decía, sí.

The teacher in Example I is primarily concerned with meaning. Student 2 interprets the meaning of "interrumpío la garza" as "como si una maestra está hablando y luego una niña le está...interrumpiendo." The teacher acknowledges this interpretation ("ajá") and also allows Student 3 to explain the meaning metaphorically ("está metiendo la cuchara"), using colloquial Spanish. The teacher in Example II, on the

other hand, is more concerned with standard pronunciation ("decía" instead of non-standard "dicía") rather than the answer to the question ("¿Qué quería la garza?"). It is interesting to note that while the teacher twice produced ungrammatical Spanish ("ese garza"), he/she would not allow the pupils to pronounce the word "decía" according to their own dialect ("dicía").

The Spanish and English that the bilingual child brings to school may not be the "standard" language used by textbooks or by the teacher. A child acquires the particular variety of a language he or she learns at home. The variety of Spanish spoken at home, marked regionally and socially, is the one the child will learn. If the family also speaks English at home and the variety of English is strongly influenced by Spanish pronunciation or grammar, the child acquires that particular variety.

Code-switching is a common phenomenon among Spanish/English bilingual pupils. It has a significant influence on teachers' expectations and therefore on the child's learning environment. The teacher in a culturally diverse classroom should understand that code-switching is not a random mixing of English and Spanish words.

Research has shown that teachers' expectations influence pupils' performance and that speech characteristics influence the listener's evaluation of a speaker. The problem that emerges in the classroom, according to Stubbs (1976), "is a complex sociolinguistic relationship [between] a child's

language and his success in school."

> ...[T]eachers may react negatively to low prestige varieties, and, in extreme situations, may even misunderstand the child (although neither party may realize precisely what is happening). Even if the teacher goes out of his way to accept the child's language as different but equally valuable, his own language is likely to be noticeably different from the child's in the direction of the standard, prestige language variety. And the child will be aware that the teacher's form of language is the one supported by institutional authority. The child may then be caught in a double bind. He may recognize that to get ahead he must adopt the teacher's style of language, but to do this will separate him from his friends. (p. 66)

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APPENDIX

CERAS BILINGUAL ATTITUDE MEASURE: ATTITUDES TOWARD VARIETIES OF ENGLISH AND SPANISH*

Guise I--Standard English

Ann is thirteen years old. She likes to play with her brother Richard who is eight years old. Ann's mother brought her a red shawl for her birthday. When Ann was going to put on her shawl, she couldn't find it because Richard had hidden it under some boxes. Ann was very angry, but her mother told her not to be upset because her brother was only playing a game.

Guise II--Standard English with Phonological and Morphological Deviations

Ann is th[4]irteen years old. Sh[1]e likes to play with her brother Richard who i[2]s eight years old. Ann's mother bring[6] her a red sha[1]wl for her birthday. When Ann was going to pu[3]t on her sha[1]wl, [1]she couldn't find i[2]t because Richard had hidden i[2]t under some boxes. Ann i[2,6]s very angry, but her mother told her not to be upset because her brother was only playing a game.

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*The *CERAS Bilingual Attitude Measure* (in press) is a matched-guise instrument consisting of 28 passages recorded on tape. The passages are based on four paragraphs written in seven guises (4 x 7 = 28 passages). The key to the phonological, morphological, and syntactical variations follows the Appendix.

Guise III--Standard English with Phonological, Morphological, and Syntactical Deviations

Ann __[7] thirteen[4] year[5]_ old. She[1] likes to play with her brother Richard who is[2] eight year[5]_ old. Ann's mother bring[6] her a red shawl[1] for her birthday. When Ann was going to put[3] on his[8] shawl,[1] she[1] no[10] could find it[2] because[9]_ had hidden it[2] under some box_[5]. Ann is[2,6] very angry, but her mother told her to be no[10] upset because her brother was only playing a game.

Guise IV--English/Spanish Code-Switching

Ana tiene thirteen years. She likes to play con su hermano Richard que tiene eight years. Ana's mother le trajo un red shawl para su birthday. When Ana se fue a poner su shawl, she couldn't find it porque Richard lo había escondido under some boxes. Ana was very angry, pero su madre le dijo not to be upset porque su hermano was only playing a game.

Guise V--Standard Spanish with Phonological, Morphological, and Syntactical Deviations

Ana tene[18] trece años. A e'a[12] le gusta jugar con su hermano Ricardo, quien tene[18] ocho[11] años. L'_[15] _[14]amá de Ana le trujo[17] a e'a[12] un rojo[19] rebozo para su cumpleaños. Cuando Ana jue[13] a ponerse su[20] rebozo, no lo pudo encontrar porque Ricardo lo había escondido debajo de una_[16] cajas. Ana estaba furiosa, per su '_[14]amá le dijo que no _'[14]nojara porque su hermano sólo estaba jugando.

Guise VI--Standard Spanish with Phonological and Morphological Deviations

Ana tene[18] trece años. A e'a[12] le gusta jugar con su hermano Ricardo, quien tene[18] ocho[11] años. L'[15] [14]amá de Ana le trujo[17] a e'a[12] un rebozo rojo para su cumpleaños. Cuando Ana jue[13] a ponerse el rebozo, no lo pudo encontrar porque Ricardo lo había escondido debajo de unas cajas. Ana estaba furiosa, pero su '[14]amá le dijo que no se enojara porque su hermano sólo estaba jugando.

Guise VII--Standard Spanish

Ana tiene trece años. A ella le gusta jugar con su hermano Ricardo, quien tiene ocho años. La mamá de Ana le trajo a ella un rebozo rojo para su cumpleaños. Cuando Ana fue a ponerse el rebozo, no lo pudo encontrar porque Ricardo lo había escondido debajo de unas cajas. Ana estaba furiosa, pero su mamá le dijo que no se enojara porque se hermano sólo estaba jugando.

KEY TO PHONOLOGICAL, MORPHOLOGICAL, AND SYNTACTICAL VARIATIONS

ENGLISH

Phonological Variations

1. /"sh"/ - /"ch"/ confusion.
2. /I/ - /i/ confusion.
3. /u/ - /U/ confusion.
4. /θ/ → /t/.

Morphological Variations

5. Misuse of pluralization rules.
6. Incorrect simple past tense.

Syntactical Variations

7. Omission of a form of the auxiliary "be."
8. Confusion in use of the possessive pronoun.
9. Misuse or omission of third-person pronoun.
10. Incorrect negation.

SPANISH

Phonological Variations

11. /"ch"/ - /"sh"/ confusion
12. The weakening of the intervocalic (y).
13. /f/ → /X/.
14. Apheresis (loss of initial sound or syllable).
15. Elision.

Morphological Variations

16. Gender of number disagreement.

17. Archaism.

18. Regularization of irregular verbs.

Syntactical Variations

19. Adjective-noun word disorder

20. Possessive redundance.